

# Superintendent's Report

## May 1, 2023

Superintendent  
Dr. Noriega-Murphy

# Updates



## Agenda:

- Celebrations
- Announcements
- Summer Programs 2023
- District Enrollment
  - Individual Schools
  - Grade Level
- Enrollment Data
  - SY 2018-2019 to Present

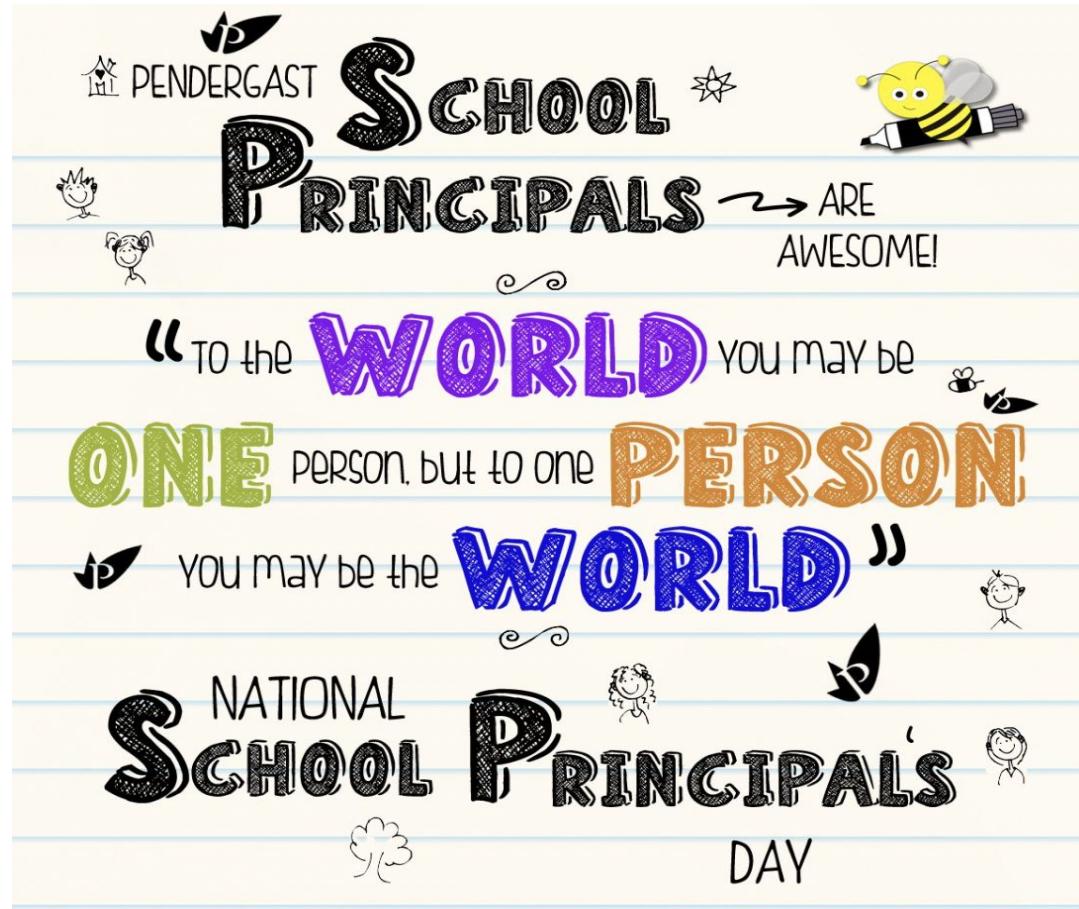
## Updates:

- Welcome Center
- MOST
- Human Resources: Positions
- SY 2023-2024
  - Handbook PreK-12
  - Program of Studies Prek-12
  - Framework for Supporting Students Above Grade Level
  - Harassment Policy
  - Links will be active on June 23, 2023

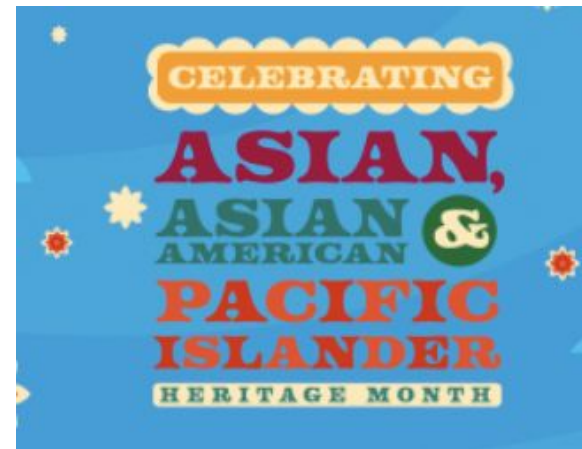
## Proposed PRELIMINARY Budget FY24

- ELC Update

# Principals' Day



# May Celebrations





## PUERTO RICO: ISLAND OF NATURAL WONDERS





# CKLA Unit: Colonial Towns and Townspeople – Project Based Learning!





# Celebrations





## Celebrations







*Recognizing*  
**MENTAL  
HEALTH  
AWARENESS  
MONTH!**

# Reporting



## SEE SOMETHING, SAY SOMETHING

How to Report Bullying, Bias,  
Discrimination, Harassment, or  
Sexual Abuse/Assault

Staff members and administrators will work to investigate and prevent further issues of discrimination, harassment or violence. For any incidents where additional support is needed, school social workers and guidance counselors are available at each school.

Malden Public Schools is committed to providing safe learning environments for all students. Whether you have experienced, been a witness to, or have information about a bullying or harassment incident, or any situation involving conduct you feel may have been motivated by bias or discrimination, report the incident by contacting a school administrator using the link below.



## SAY SOMETHING

Anonymously report an incident by scanning the code below or visiting:  
[www.sandyhookpromise.org/say-something-tips/](http://www.sandyhookpromise.org/say-something-tips/)



## DEFINITION OF TERMS



**AGGRESSOR:** A student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student. Aggressors can be students or staff members.



**BULLYING:** The repeated use by one or more aggressors of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target.



**TARGET:** A student against whom bullying, cyberbullying, or retaliation is directed.

#HATE

#BULLY

**CYBERBULLYING:** Bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. This includes, but is not limited to, email, instant messages, text messages, and Internet postings.



**HOSTILE ENVIRONMENT:** A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.



**STAFF MEMBER:** Those individuals working within the school, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, or paraprofessionals.



**RETALIATION:** Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.



**HARASSMENT:** when the speech or actions are so severe, pervasive, or targeted at particular people that it hinders the student's ability to get an education, significantly harms their well-being, substantially interferes with their rights, or intimidates the student because of their identity.



# Announcements

## EARLY DISMISSAL

Friday, May 5 at 11:00 AM

**Memorial Day**

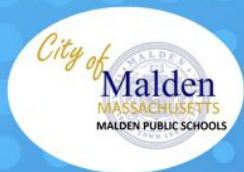
**May 29, 2023 NO SCHOOL**





# Last Two Months of School

Schools are in session for only 180 DAYS for students (Snow days 185)	
Months	Days
May	21
June	12 Seniors 2 days
<b>June 16, 2023 LAST SCHOOL DAY</b>	
<b>We have to stay focused and end the school year strong!!</b>	



# 2023 SUMMER PROGRAMS

## REQUIRED FOR PROMOTION



### MHS CREDIT RECOVERY

Grades 9-12  
Mon., July 5 - Thurs., Aug. 3



### TITLE I MIDDLE SCHOOL CREDIT RECOVERY

Current Grades 6-8  
Mon., July 5 - Thurs., Aug. 3

## ACADEMIC PROGRAMS



### ELL SUMMER ENRICHMENT

Rising Grades 3-8 / EL Levels 1-2  
Mon., July 5 - Thurs., Aug. 3



### ELL SUMMER ENRICHMENT

Rising Grades 9-12 / MHS EL  
Mon., July 5 - Thurs., Aug. 3



### ELL SUMMER ENRICHMENT

Rising Grade 5 / EL Levels 1-2  
Mon., July 10 - Fri., July 14



### TITLE I SUMMER ACCELERATION (ELEMENTARY)

Rising Grades K-6  
Mon., July 5 - Thurs. Aug. 3



### MALDEN ACADEMIC & ADVENTURES PROGRAM

Rising Grade 9 (*good standing only*)  
Mon., July 10 - Thurs., July 2



### EXTENDED SCHOOL YEAR SERVICES

For Students with ESY in their IEPs  
Mon., July 5 - Thurs., Aug. 3

# ENRICHMENT PROGRAMS



## CHINESE CULTURE CONNECTION

Rising Grades K-5  
Mon., June 26 - Fri., July 28



## YWCA SCHOOL AGED CHILD CARE

Rising Grades K-5



## OUT OF SCHOOL TIME SUMMER PROGRAM

Rising Grades k-6  
Mon., June 26 - Fri., July 28



## YWCA 21st CENTURY PROGRAM

Rising Grades 3-5 / 6-8  
Monday - Thursday



## STEM ENRICHMENT WEEK

Rising Grades 6-8  
<Dates>



## HIGH SCHOOL LEADERSHIP INSTITUTE

Rising Grades 9-12  
<Dates>



# District Enrollment

## Malden Public Schools

### District Enrollment

Page 1

April 28, 2023

#### District Enrollment

School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	SP	Total
Beebe	Beebe School	1	94	111	105	82	106	94	100	95	99	0	0	0	0	0	0	887
ELC	Early Learning Center	313	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	313
Ferryway	Ferryway School	0	104	106	99	97	100	94	97	96	92	0	0	0	0	0	0	885
Forestdale	Forestdale School	0	58	65	64	57	67	49	69	80	84	0	0	0	0	0	0	593
Linden	Linden School	0	81	98	95	97	89	83	96	95	94	0	0	0	0	0	0	828
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	506	493	459	406	10	0	1874
OutDst	Out of District	0	2	0	3	2	4	4	2	7	14	7	4	9	6	9	0	73
Salem	Salemwood School	0	96	136	94	112	111	117	124	127	125	0	0	0	0	0	0	1042
Services	Services Only - Private School	12	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	14
Totals		326	435	516	461	448	477	441	488	500	508	513	497	468	412	19	0	6509

## District Comparative Enrollment Data

SY18-19  
SY19-20  
SY20-21  
SY21-22  
SY22-23

School Year	Enrollment
2018-2019	6,464
2019-2020	6,481
2020-2021	6,120
June 5, 2022	6,471
SY 2022-2023	
September 12, 2022	6,337
October 2, 2022	6,391
November 12, 2022	6,437
December 2, 2022	6,441
January 9, 2023	6,435
February 3, 2023	6,464
March 6, 2023	6,448
April 4, 2023	6,481
May 1, 2023	6,509

# May Update: Welcome Center

## Enrollment

### Number of students in the queue :

Kindergarten:	3
Grades 1-12:	38

### Waiting lists information :

Beebe:	Grades K, 4, 6
Ferryway:	Grades 1, 4,
Linden:	Grades 6
Salemwood	Grade 7, 8



**OnLine REGISTRATION**



# Malden Out of School Time (MOST) Update

School	Enrolled	Waiting List
Beebe	35	32
Forestdale	28	32
Linden	33	12
Salemwood	34	13

## Staffing Updates

- Two teaching assistants starting this week
- Two potential teachers being interviewed
- Hiring is ongoing!
- As staffing continues to increase, more students will be enrolled

# Human Resources & Licensure Support

## **Overall-60 Staff require licensure attention**

- Most staff with expiring licenses have Summer renewal dates and have confirmed they will renew prior to their expiration date
- MPS will be offering an SEI Endorsement Course soon.

<b>Content Licensure Attention Needed</b>	<b>Dec. '22</b>	<b>Apr 26, 2023</b>
Staff on DESE Waivers	22	19
Staff on Emergency Licenses from 2020 (extendable per DESE)	13*	9*
Staff on Emergency Licenses from 2021/2022 (expiring at the end of the school year)	27*	18*
Staff with Expiring licenses	48	14
<b>TOTALS:</b>	<b>110</b>	<b>60</b>

<b>SEI Endorsement Attention Needed</b>	<b>Dec. '22</b>	<b>Apr 26, 2023</b>
Staff needing SEI Endorsement only	7	5
Staff needing SEI Endorsement <b>and</b> one of the licensure needs (left)	30	25
<b>TOTALS:</b>	<b>37</b>	<b>30</b>

\*Original numbers adjusted to reflect border range of "old" emergency licenses eligible for extension ( 4/27/2023)

# 2022–2023 Open Positions Update <sup>(61)</sup>

## Beebe K-8 (7)

ESP 1:1 ESP (3)

ESP Kindergarten (1)

ESP PACE (2)

Teacher Sei K-4 (1)

## Early Learning Center (4)

Registered Behavior Technician (One-Year Only\*) (2)

Teacher Intensive Learning Program (Long Term Sub) (2)

## Ferryway K-8 (2)

ESP Transitional 7-8 (1)

Teacher Special Education/Medically Fragile (1)

## Linden K-8 (6)

Building Monitor (1)

ESP Kindergarten (1)

ESP Pathways (2)

Secretary K-4 (1)

Teacher Grade 6 Social Studies (Long Term Sub) (1)

Building Monitor (1)

## Forestdale K-8 (10)

Adjustment Counselor (One-Year Only\*) (1)

ESP ASD Middle School (2)

ESP ILP Middle School (1)

ESP Intensive Learning Program (4)

Registered Behavior Technician (1)

Teacher Intensive Learning Program Grade 1 (Long Term Sub) (1)

\*One-Year Only postings will end on June 2023.



# 2022–2023 Open Positions Update (61)

## Malden High School (14)

Administrative Assistant (1)
Building Monitor (One-Year Only*) (1)
ESP PACE (3)
Guidance Guidance Counselor (Long Term Sub) (1)
Jr. Custodian (1)
Registered Behavior Technician (1)
Teacher Chemistry (1)
Teacher ESL (1)
Teacher Reading Specialist (1)
Teacher Social Studies (Long Term Sub) (2)
Team Chair (1)

## Salemwood K-8 (8)

ESP 1:1 ESP (2)
ESP K-8 (1)
ESP Pathways (1)
Teacher Grade 4 (Long Term Sub) (1)
Teacher Intensive Learning Program Gr. 1 (1)
Teacher Physical Ed K-4 (1)
Teacher SEI Grade 6 (1)

## District (10)

Board Certified Behavior Analyst (1)
Director of English/World Language (1)
ELE Literacy Assistant (1)
ESL Coach (1)
Parent Liaison Bilingual Parent Liaison (1)
Psychologist (2)
Registered Behavior Technician (1)
Speech Lang Pathologist (1)
Teacher Special Education Reading (1)

\*One-Year Only postings are actually until the end of the current school year.

# Updates

## JOIN US

### AT MALDEN PUBLIC SCHOOLS!

Located within the greater Boston area, MPS serves nearly 7,000 students in grades PreK-12. We're committed to providing high expectations for all learners through rigorous instruction and culturally responsive practices. [Are you ready to join us?](#)

#### OPEN POSITIONS FOR 2023-24:

- Teacher
- Special Education Teacher
- ESL Teacher
- School Psychologist
- Education Support Professionals

#### OUR SCHOOLS

- Early Learning Center
- Beebe School (K-8)
- Ferryway School (K-8)
- Forestdale School (K-8)
- Linden STEAM Academy (K-8)
- Salemwood School (K-8)
- Malden High School (9-12)

#### OUR COMMUNITY



**6,800**  
STUDENTS

FROM



**59**  
COUNTRIES

SPEAKING



**67**  
LANGUAGES



**JOIN THE EARLY APPLICANT POOL  
BY APPLYING TODAY!**

To apply, scan the QR code or visit  
[maldenps.tedk12.com](https://maldenps.tedk12.com)

## Recruitment Efforts:

- Billboards - Banners
- Flyers
- Colleges / universities
- Non- Profit Organizations
-

## Documents for School Committee Policy Sub-Committee's Approval for SY 2023-2024

- Malden Public Schools Handbook PreK-12
- Malden Public Schools Program of Studies PreK-12
  - Preview Framework for Supporting Students Performing Above Grade Level
- Malden Public Schools Harassment Policy

# Framework for Supporting Students Performing Above Grade Level

## Rationale

Malden Public Schools is committed to an education program that provides opportunities for students to have enriched learning experiences across multiple curricular areas, addressing Massachusetts Curriculum Framework Standards in the core content areas. Enrichment programs allow students to go deeper into the content material or access different content that is appropriate to their levels. This commitment eliminates the admission process or testing of specific students to determine eligibility, and does not require teacher recommendations.

Students who have learning needs that go beyond what is traditionally offered in the regular classroom require differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. This can be accomplished by offering opportunities for students to:

- Pursue topics of study in greater depth or to a greater level of cognitive challenge;
- Tackle a wider range of authentic and complex academic tasks that require doing real world work;
- Advance through activities at a faster pace.

These experiences may be addressed in a differentiated curriculum that may involve the modification of content, process, product, and/or the learning environment.

## Identification

All students have the ability and the potential to excel, and all students have special talents and strengths. The important thing is finding a way to nurture those talents and strengths in such a way that students can develop their potential to the fullest.

In lieu of formal screening assessments to identify students who can participate in enriched activities/assignments/projects; educators can:

- review course grades
- utilize valid, reliable, and current data
  - DIBELS
  - iReady
  - IXL
- review data regularly to ensure that the students offered enrichment opportunities reflect the students in the school system
- collect a body of evidence.



# Framework for Supporting Students Performing Above Grade Level

## Process

Malden administers literacy and math assessments three times a year – fall, winter and spring. After each assessment, district directors, principals, assistant principals, literacy and math coaches, conduct grade level data review meetings to discuss classroom specific data. At grade level meetings, teams will identify students who:

- Score one full year above grade level in literacy or math as measured by DIBELS, iReady and IXL;
- Students who have mastered all the standards and or grade level skills up to and including their current grade level, are eligible for Tier II enrichment options;
- Students eligible for Tier II enrichment will be placed on a Student Action Plan.

The Principal will invite the parents/caregivers of students identified to a meeting to update them on the action plan that their child is going to follow. The Student Action Plan allows caregivers and educators an opportunity to determine which enrichment option best meets the unique needs of the student (see the Tiered System of Support Framework).

Students need to continue scoring at least one grade level above in all of the standards and or grade level skills up to and including their current grade level in order to remain on the Student Action Plan. The academic growth of the student will be monitored using the fall, winter and spring data from iReady and IXL.

# Framework for Supporting Students Performing Above Grade Level

## Student Action Plan

The Student Action Plan is for students who performed one grade level above in all the standards or grade level skills up to and including their current grade level. This is measured by students' literacy and numeracy performance on iReady and IXL.

The Student Action Plan will be developed by the school principal, coaches, and central office content Directors as needed. The school-based Math and ELA coaches will work closely with the teacher/s to differentiate the curriculum for student/s.

## Professional Development

Though not required by state statute or code, we recognize the importance of providing teachers ongoing professional learning to address the needs of students performing above grade level and designing curriculum and instruction to meet their needs. Ongoing and sustained professional development for teachers educating students performing above grade level is essential. Professional development should include defined efforts to build teachers' understanding of

- equitably identifying students for enrichment;
- students' social and emotional needs;
- how to offer content and instruction that is challenging, complex, differentiated, and personalized.

# Framework for Supporting Students Performing Above Grade Level

## **Programing for Students Performing Above Grade Level**

The term programming refers to services that address the interests, strengths, and needs of students performing above grade level. Educators use programming options such as enrichment and varied grouping arrangements to personalize learning and enhance students' performance in academic and social-emotional areas.

The tiered system of support is a framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

# Framework for Supporting Students Performing Above Grade Level

Tiered System of Support for K-4	
<b>TIER I</b>	<b>Tier I Objective:</b> Students receive differentiated core instruction in the classroom
<b>Enrichment</b>  <b>Core Instruction</b> Tier I refers to the instruction that occurs within the classroom. The majority of students' needs are met within this tier. Instruction and assignments for depth, complexity and higher-order thinking, and grouping strategies that allow for enrichment.  <b>Differentiating Core Instruction</b> Differentiating core instruction in the classroom, in order to: <ul style="list-style-type: none"> <li>• Provide more challenging content</li> <li>• Accelerating core instruction</li> <li>• Allowing for flexible grouping of students</li> <li>• Optimizing the learning environment</li> </ul>	
<b>TIER II</b>	<b>Tier II Objective:</b> Students performing one grade level above in all the standards or grade level skills up to and including their current grade level can receive targeted supplemental interventions in addition to core instruction.
<b>Enrichment</b>  <b>Advanced Skill Instruction</b> Advanced skill group instruction can occur at this tier with some advanced course material.  <b>Differentiation</b> Teachers adapt the content of instruction, the process of learning and/or the product expectations based on each student's needs. Materials and resources are varied according to student's readiness, interests, and learning preferences. The pace of instruction should increase and decrease with response to students' interactions with the curriculum.  <b>Menu for Learning</b> Integrate student choice, different levels of thinking, and multiple intelligence. A menu might focus on a concept/topic or can cross subject areas.  <b>Flexible Grouping</b> Students performing above grade level in one subject may not necessarily perform above grade level in other or all subjects. Flexible grouping allows for students to move in and out of groups based on need, ability, interest, etc.  <b>Independent Study</b> Use connections to real world problems, student interactions, and depth of content. Topic may be related to class subject or interest-based. Be aware of work habits such as time management, organizational skills, research, etc. Not all students working above grade level are good independent workers.  <b>Extensions or Enrichment</b> Generally includes descriptors like richer, more varied, deeper and with greater breadth. Enrichment is seen as extending, supplementing or otherwise going beyond the regular curriculum in greater depth or breadth.  <b>Extracurricular learning</b> Enroll in afterschool clubs or programs that support students' interest and academic strengths	



# Framework for Supporting Students Performing Above Grade Level

## Tier III

### Tier III Objective:

Students demonstrate exceptional academic skills.

Students performing one grade level above in all the standards or grade level skills up to and including their current grade level can receive intensive interventions and support in addition to core instruction.

## Enrichment

### Single Subject Acceleration

(We are going to pilot this school year 2023-2024)

Students who have advanced curricular knowledge and skill in a particular domain access a curriculum at least one year in advance. This can be achieved by having a student physically attend the course at a higher grade level while remaining in their own grade level designation (ex: walk to math) or by working on the advanced subject content within their regular classroom.

### Whole Grade Acceleration

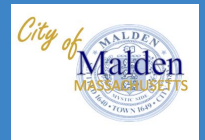
(This is not currently available in Malden Public Schools)

### Individualized Approach

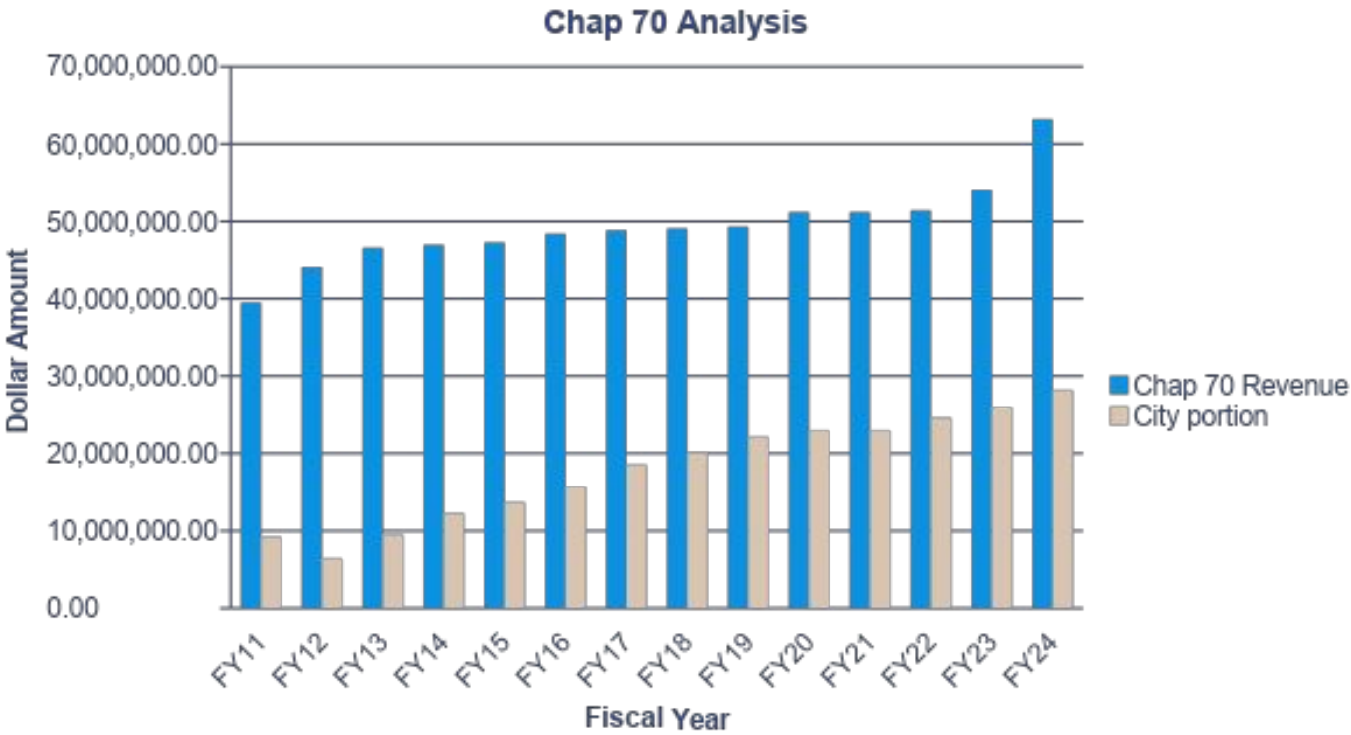
When a student has needs that are unique and can't be met through single subject or whole grade acceleration, the classroom teacher, highly capable team, and parents will work to find appropriate solutions for individual social and academic goals. For example, a student may meet with a counselor to address social and emotional goals

# Preliminary Budget Update FY 24

Superintendent:  
Dr. Noriega-Murphy



# FY24 Chapter 70 Historical data



# FY24 Chapter 70 Comparison Data

2/23/2023							
Massachusetts Department of Elementary and Secondary Education							
FY24 Chapter 70 district summary							
LEA	District	Operating status*	Foundation enrollment	Foundation budget	Required contribution	Chapter 70 aid	Required net school spending
	57Chelsea	1	7,110	138,863,180	22,081,668	116,781,512	138,863,180
	93Everett	1	7,937	152,643,280	40,961,068	111,682,212	152,643,280
	165Malden	1	6,940	117,616,659	54,419,682	63,196,977	117,616,659
	248Revere	1	7,955	142,967,579	44,549,397	98,418,182	142,967,579
	258Salem	1	4,202	69,935,642	42,479,762	27,455,880	69,935,642
*Operating status: Operating districts are coded as 1's and non-operating districts are coded as 0's. Non-operating districts do not operate their own schools and typically belong to regional academic and vocational districts.							



# FY24 Preliminary Look

FY23 Budget	\$80,057,780
Contractual obligations	\$5,372,910
Positions moved from ESSER II	\$1,680,000
O&M preliminary increases	\$1,476,442
 Total Current Budget FY24	 \$88,587,132
 <b>Total New Budget FY24</b>	 <b>\$91,380,000</b>
 Available for new positions	 \$2,792,287

# FY24 Preliminary Proposed Budget – Additions

- Building Monitors: All Schools
- School Culture Officers: All Schools
- Adjustment Counselors: in some schools District Wide
- Spanish Teachers: Linden and Ferryway
- Wilson Reading – Forestdale
- RBT: Ferryway
- Assistant Principal: Forestdale
- Admin Assistant: Forestdale
- MS STEM: Forestdale
- Grade 4th (SEI) Ferryway
- Math Teacher: MHS
- Health Teacher: MHS
- EL Coach: District

Waiting to finalize all one on one meetings with Principals, Directors, Assistant Superintendent

# FY24 Preliminary Proposed Budget – Additions

## Early Learning Center

- After two meetings at the ELC with all service providers and staff, Superintendent added this SY 2023–2024
  - 2 Registered Behavior Technician -RBTs
- ELC Strategic Plan  
School Committee Chair, School Committee Vice Chair, Superintendent Noriega-Murphy, and Principal Lawrence
  - Add 5 RBTs
  - Program Manager
  - 1 additional teacher
  - 2 additional ESP

\*Hallway Monitor – Already included in the previous slide

Waiting to finalize all one on one meetings with Principals, Directors, Assistant Superintendent